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July  
1939

The  
**Normal Alumni Columns**



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## Potpourri

The cover: Symbolic of the graduation of hundreds of Normal students, and their entry into the field, is the scene on the front cover of this issue, which shows two members of the graduating class of 1939—J. R. Sherman of Haynesville and Miss Mary Ida Aycock of Franklin. In the background is Warren Easton Hall, where students do their practice teaching in elementary education.

—L.S.N.C.—

Dr. Murphy P. Rogers was honored by the student body when the 1939 edition of "The Potpourri," the student yearbook, was dedicated to him at a special assembly period in Caldwell Hall Auditorium. In dedicating the Potpourri to Dr. Rogers, the editors of "The Potpourri" wrote the following statement:

"In recognition of Dr. Murphy P. Rogers, Dean of the College, the students of the Louisiana State Normal College dedicate this, the Twenty-Eighth Volume of 'THE POTPOURRI', to 'Our Dean,' who, through his experiences as a rural school teacher, a country school principal, a member of the State Department of Education, and his affiliations with numerous educational projects in the state, understands the problems of the college youth and lends dignity and prestige to his position as the leader in cultural endeavors at his Alma Mater."

—L.S.N.C.—

On May 22, the new \$435,000 high school was dedicated. Presided over by E. A. Lee, Parish Superintendent of Schools, the program held in the auditorium of the new building preceded the opening of the first class in the structure at 9 o'clock.

Appearing on the program for brief addresses were A. A. Fredericks, President of the State Normal College; Sydney Kaffie; Dr. C. R. Reed; Mayor Edwin McClung, A. J. Hargis, and members of the building committee, Edward F. Neild, Jr., associate architect, and B. J. Martinez, superintendent of construction.

Following the program, patrons of

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the school were escorted on an inspection tour of the three-story building so that they could become acquainted with the entire high school, which is located on the old Demon football field.

—L.S.N.C.—

Each summer the graduate students at the Louisiana State University elect officers to represent the graduate student body. On June 8, Doctor Charles W. Pipkin wired President Fredericks that in the election held on that date all officers named by the graduate group were Normal graduates.

Those elected were: Clyde L. Mad-den, Principal of the Choudrant High School, President; Leroy S. Miller, Associate Professor of Mathematics and Physics at the Louisiana State Normal College, Vice-President; R. B. Prestridge, Principal of Grand Bayou High School, Secretary; and William J. Dodd, Assistant Principal of Oakdale High School, Treasurer.

Certainly this is a recognition of the leadership and ability of the

graduates of the State Normal College.

—L.S.N.C.—

For distribution to high school seniors of the state the college published a beautifully illustrated summer bulletin entitled, "Campus Life." On the cover appeared a picture of one of the Normal Coeds, Miss Mildred Black. Miss Black was named the most typical coed at the college. Another picture of Miss Black later appeared in the June 2, 1939 issue of "Life" Magazine along with a little story sent in by David Scott, photographer at the college.

—L.S.N.C.—

A special training period for trade school instructors in Louisiana was held on Normal campus from July 3 to August 1. Daily instruction was given to all teachers in the vocational field under the general direction of Mr. Givens, director of Natchitoches Trade School. In commenting on this Mr. Givens said that it is designed primarily to acquaint the various instructors with the nature and scope of the work to set up courses of study. The college was host to the group at an informal barbecue held at the Normal Wells on the afternoon of July 3. The Natchitoches Trade School will begin operation, as will others in the state, on September 1, 1939.

—L.S.N.C.—

Superintendent T. H. Harris was a recent visitor to the campus, incidentally addressing the faculty. He stated that he was well pleased with the progress being made in the college expansion program and with the atmosphere and surroundings of the campus. He urged that teachers not forget the inculcation of the principles of honesty, integrity, and uprightness; and added that the Normal had done more than any other force to spread a sentiment for public education in the state.

—L.S.N.C.—

Another distinguished visitor to the campus was Dr. C. C. Sherrod of Johnson City, Tennessee, who is President of the American Association of Teacher's Colleges, with which the Normal is affiliated. He spoke to meetings of the faculty and of the students and to special classes, advocating the raising of standards of teacher's colleges, and praising the public school system of Louisiana.

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S. W. Nelken, '20, Editor; Charles Cunningham, '33, Associate Editor; J. W. Webb, '26, Business Manager; Leroy S. Miller, '17, Circulation Mgr.

# EDITORIALS

## Normal Keeps In Step

Beacon light of knowledge and greatest single influence in disseminating the gospel of public education in Louisiana, the State Normal College continues, as it has in the past, to keep in step with the demands of the public for better equipped teachers to train the youth of the State and for the development of leaders in other walks of life.

Taking shape on the campus are huge structures in the mammoth \$2,500,000 expansion program — structures which will accommodate in comfortable fashion for many years to come the thousands of young men and women who will join the illustrious roll of alumni now serving the state.

Everywhere one turns on the Hill, workmen are busily engaged in building the physical plant that will house the Normal of tomorrow. New dormitories, a fine arts building and auditorium, an infirmary, and a men's gymnasium are springing up like magic to add to the half-dozen new structures already completed. Paved roadways, terracing of the lake front, and extensive landscaping are included in the general scheme to make the campus the most beautiful of its kind in the Southwest.

A still greater symbol of progressiveness at the college, one that depicts more strikingly the vital purpose of the institution, is the announcement that beginning this fall with the semester plan the college will offer, in addition to its regular teacher training curricula, a liberal arts course and intensive vocational curricula.

During the last two years the faculty has been making a special study of courses that will come more nearly meeting the changing needs of students of the college. Every old course has been revised and enriched, and many new courses dealing with the findings of modern research and modern problems have been added to the curricula.

In keeping with modern trends, all curricula except those leading to intensive vocational training will offer two years of general courses that guarantee the student a well-rounded cultural education as well as an acquaintance with the special fields of learning. This background coupled with the sympathetic advice of faculty and advisers will give the student an opportunity to

choose the field of work for which he is best fitted.

The liberal arts course which will be offered for the first time this fall is designed for students who want a broad cultural education. It is expected that graduates of this course will be well equipped to meet the general problems of life and pursue graduate work in such professional fields as education, medicine, and law.

The vocational curricula have been designed to meet the needs of students who do not plan to become teachers but who wish to make preparation for vocations such as commerce, agriculture, and the trades. A four-year course for business executives and a two-year course for secretaries and office workers are offered in commerce; while special curricula in agriculture are designed to train the student for government positions in the field of conservation, rehabilitation of rural families, and for practical farming. Used as laboratories in the agriculture courses are herds of dairy and beef cattle, hogs, chickens, a plant nursery, and a combination hill and bottom farm at the college.

Through cooperation of the Natchitoches Trade School located on the campus, students will be given the opportunity, beginning this fall, of pursuing courses in the electrical and automotive trades, carpentry, general woodwork, brick work and related courses in English, mathematics and mechanical drawing.

Further exemplification that the State Normal College continues to serve the State in a special manner is the fact that it sponsors annually numerous conventions and meetings of various types on the campus. During the summer session the college held Band and Vocal Clinics, a Bus Drivers Convention, an Institute for Trade School Teachers, and the Natchitoches Parish Folk School.

Other conventions held on the campus during the last year include the State Beef Cattlemen's Association; the Louisiana Jersey Cattle Club; the Louisiana Poultry Improvement Association; the Future Farmers of America Father-Son, Mother-Daughter banquet, the first of its kind in the state; College Home Economics Junior Homemakers; College and High School Forensic Meets; High School Relay Carnival; Sports Day for High School Girls; S. I. A. A. Track Meet; Adult Teachers School; Tri-State Singing Convention; Conferences of High School Principals; High School Rally and Basketball Tournament.



# The Vital Relation of the Department of Languages To Teacher-Training



By A. G. ALEXANDER  
Head of  
Department of Languages

"Mr. Aleck" is the product of two continents. We do not intend our statement to be construed into any sort of allusion regarding his size! What we are trying to say is that his professional training is quite cosmopolitan. His linguist and missionary father could harangue congregations in five or six different languages; but Mr. Alexander's seniors say that one language is quite ample for the expression of Mr. Aleck's vigorous reactions to their ignorance!

Probably no academic department in a teacher-training institution can play a more important role toward the inner education and fashioning of the prospective teacher than the department of languages—that very practical and potent vehicle of human experience either mental or physical, as well as that highly thought-provoking and emotion-arousing medium principally by virtue of its division of literature. In this connection it is the purpose of the writer to point out and discuss in brief the cardinal functions of language and literature in teacher-training curricula, and describe briefly four new courses formulated to meet new educational demands in the Louisiana State Normal College.

## The Expressional

There can be no question as to the serious responsibility devolving upon the teachers' college in the matter of providing ample and adequate training toward a fair mastery of the mother tongue through which the future teacher is to convey his course-content to his charges, and to set objective standards in the use of language. This training is provided in two related fields—in oral, and in written composition, the principal aim in view being the development of language power (particularly oral) couched in structural accuracy, precision of phrase, economy, variety and force in diction, effective delivery, and constantly challenged by that sleepless watchman—**language consciousness**. However, it may be stated parenthetically that this responsibility is not entirely the burden of the department of languages and that it should very obviously be shared equally by other departments in the dissemination of their respective fields of knowledge. The writer is happy to state in connection that this debt to the student is generally admitted and shared by the other departments in the State Normal College, and that every possible effort is being made to prepare the prospective teacher linguistically toward the effective and forceful presentation of his subject.

## The Cultural And Ethical

If modern trends in teacher-training are sound in advocating the provision of a broad cultural

foundation in the social studies, the sciences and the humanities as an adequate background for teaching, the department of languages can find ample scope for the contribution of a heroic quota of culturalizing materials. For the broad field of literature includes such curiously diversified literary types as deal with almost every department of human knowledge and endeavor. History, philosophy, religion, social behavior, ethics, education, science, and a host of related subjects are constantly marshalling themselves before the student of literature—teasing his curiosity, stimulating his imagination, drawing upon his mystic powers, challenging his reason, firing his emotions, and reinforcing his spiritual nature. And the sum total of these experiences is a keenly active intellect and a dynamic spirit to guide, urge, and invigorate in the classroom.

## The Informative

Though the incidental gain of general information is taken for granted in the foregoing section, still the fact that mere knowledge is far from the dominant essence of culture, warrants the consideration of the former upon a separate basis. Needless to say that though the department of languages is not the foremost in purveying general knowledge to the embryo teacher, it has at its command the means of encouraging and fostering wide reading and the absorption of a great wealth of material regarding world and national conditions, affairs, and men—material that can be used very effectively in both oral and written composition. Biography, news stories and articles, accounts of travel and adventure, scientific treatises, reviews or outlines of new books—all lend themselves to the intellectual broadening of the novice, the enlargement of his horizon and to his ultimate success in providing an impetus toward the acquisition of varied knowledge by his own charges.

## The Habit-Forming

But the most potent factor in the training of a teacher is the inculcation and encouragement of the right modes and practices not only in physical living but also in **SPEECH**, in **THOUGHT**, and in **FEELING**. The teachers' college of today that makes no systematic effort to instill into the future teacher precision and grammatical accuracy in the use of language, clarity and vigor in speech, exactness and logic in thought, integrity and equity in conduct, and sympathy and humanity in his attitude toward others, is dangerously veering from the right course and floundering toward the maelstrom of educational fad and theoretical folderol.

## New Courses In Answer to New Demands

In addition to the comparatively new Speech curriculum designed to meet state requirements in the training of speech teachers, the Department of Languages is offering the following courses in response to new educational demands toward a broader and a fuller intellectual development of

(Continued on Page Twenty-three)

# Normal Keeps Pace In Speech Work



By R. L. ROPP  
Associate Professor of English

My, oh my! what manner of man is our friend Ralph? Publicity agent, director of college publications, journalist, columnist of uncertain merits, champion debate-coach of the South, beauty judge, and incidentally, professor of oratory! My, oh my!

Keeping pace with modern education trends, the Louisiana State Normal College is now offering a speech curriculum which is designed to meet the need for trained speech teachers in the three-year speech program in the high schools of the state.

Beginning with two courses in the fundamentals of speech, the speech curriculum at the State Normal College embraces nineteen courses which carry sixty-two semester hours of credit. Of these courses, twelve bear directly on the subject of speech skills, four are in the field of dramatics, one in speech activities in the high school, one deals with materials and methods in speech, and one is in practice teaching in the high school.

Included in the fundamentals courses are elementary studies in voice science tending toward the development of good speech habits, agreeable voice quality, optimum pitch, flexibility, adequate projection, clear enunciation, distinct articulation, correct pronunciation and usage of words, and animation and ease of hearing. Two courses in speech offered during the sophomore year stress voice improvement, grammar corrections, vocabulary development, thinking while addressing an audience, expression, technique of voice control, extemporaneous speaking and good teaching voice.

Other courses offered in the speech curriculum at the college are: two courses in interpretation, two courses in argumentation and debate, pantomime and acting, play production, playwriting, phonetics, speech activities for the elementary school, materials and methods in speech, speech pathology, speech clinic, speech composition and oratory, community drama and pageantry and practice teaching.

Although the State Normal College has only recently organized a speech curriculum, the college has for many years been speech conscious as is made evident through a study of activities in dramatics and forensics.

In addition to offering numerous one-act plays, the dramatics department presents annually several full-length productions; and for several years has sponsored a contest in playwriting through the Lesche club of Natchitoches.

In the field of forensics, the college has excelled in debating as well as in other individual contests such as oratory, extemporaneous speaking, poetry reading, radio speaking, and after-dinner speaking. During the last nine years, ninety-six students at the college have engaged in 1,061 inter-collegiate contests.

The following outline shows the development the college has made during the last decade in the number of contests held each year:

Year	Contestants	Tournaments	Contests
1931 .....	7 .....	0 .....	8
1932 .....	10 .....	0 .....	14
1933 .....	9 .....	0 .....	14
1934 .....	14 .....	2 .....	67
1935 .....	15 .....	4 .....	123
1936 .....	12 .....	5 .....	97
1937 .....	13 .....	6 .....	208
1938 .....	23 .....	7 .....	249
1939 .....	24 .....	7 .....	277

During the last six years State Normal College speakers have won fourteen debate championships and have placed second in six tournaments and third in three. In the last three years, members of the college forensic squad have won six first places, eight second places and three third places in individual events.

Probably the most interesting speech activity at the college during the last decade has been in the field of oratory where eighteen representatives have won six first, six seconds, and six third places in state oratorical contests for a total of \$475.00 prize money. Men speakers have won four firsts, three seconds and two thirds; women orators have taken two firsts, three seconds and four third places.

Since 1934, the State Normal College has sponsored the Louisiana Inter-collegiate Speech Tournament on the campus with debate, oratory, extemporaneous speaking, poetry reading, and after-dinner speaking offered both men and women. From a small beginning with only four colleges represented the first year, the tournament at the college now has an annual enrollment of more than two hundred speakers from twenty-five colleges and universities in seven states.

For the last three years, the college has also sponsored a series of high school speech meets on

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# Speech The Common Denominator



By ANNETTA WOOD  
Assistant Professor of Dramatic Art

There is only one feature about our friend Annetta which may be interpreted as an indication of spuriousness and hypocrisy and this is her last name. We are sincerely and sympathetically sorry that our friend has elected to labor under such a crass misrepresentation! For we all know that far from being wooden, she is quite sweet, natural, understanding, generous, and above all human. Besides she is a terribly hard worker.

It seems to me that in no institution of higher learning is the Speech Department faced with a more perplexing problem than in the teachers college. Here, it must be prepared to meet the needs of at least two types of students, those who will teach speech, and those who will teach other subjects. However, the latter must, inevitably, teach speech also, for in the recent curriculum revision movement, authorities have come to agree

with William E. Utterbach's belief that "Speech is a subject with a common denominator for all subjects."

Speech reaches into many fields, and each of these fields has roots inter-connecting with surrounding territories of knowledge. In Louisiana, the High School Speech Teacher must be prepared to present courses in Speech Fundamentals, Interpretation, Dramatics, Public Speaking, Debate and Discussion, and should, in my judgment, be capable of directing speech re-education work for the entire school. Dramatics, only one of the subjects in the list, necessitates a background of knowledge of art, necessary for the designing of stage-sets and costumes; physics, for stage-lighting, understanding the principles of vocal sound and breathing; history, for authentic designing of stage sets and costumes, and for veracity in styling the whole production; literature, especially dramatic literature available for use; physiology, and psychology. Quite as wide a field is required by some of the other phases of speech. The first problem, then, is one of giving the speech specialist a broad

(Continued on Page Twenty-four)

## Louisiana State Normal College Beach

History was made this spring term when the men and women students of Louisiana State Normal College were permitted to swim together.

Because of the current building program on the campus, the old swimming pool was destroyed. In the future it will be replaced by a new indoor pool; however something was needed to bridge the gap until this could be done. Chaplin's lake had always offered the boys a place to swim; but the lack of an adequate pier with safety markers made it dangerous.

Late in the spring term the college built a wooden pier with a large board walk completely surrounding a pool one hundred by seventy-five feet. The depth of the water in this pool ranges

from one foot to nine feet. The pier is equipped with two diving boards and overlooking the whole are two lifeguard towers equipped with life-buoys. The edge of the beach has been sanded. Dressing room accommodations for men and women have been constructed.

During the summer session this sport was one of the most popular in Natchitoches. Separate classes were held for men and women in swimming and lifesaving, and mixed swimming was allowed during recreational periods. Several hours during each day the pool was opened to the public, and crowds of one hundred and fifty were not at all unusual.

Seven lifeguards were on duty throughout the summer and helped to supervise the pool.



Typical scenes on the Normal College Beach: Left, the physical education classes in swimming under the direction of Miss Palma Robinson, shown on extreme right; right, a group of young men and women students at the college enjoying a dip. Practically all day this scene is duplicated when some group is to be found swimming.

# TEACHING IN ENGLISH



By CLIO ALLEN  
Assistant Professor of Secondary  
Education

"Miss Clio" occasionally becomes terribly despondent over the inability of her hopeless ones to distinguish between a pot of ferns and a past future; but somehow she manages to remain sweet and to plod unweariedly on, trusting and praying for the best results in English-teacher training.

The English teachers of Natchitoches High School are trying, with varying degrees of success, to have adopted throughout the school, in practice as well as in precept, this thesis: "The English of the entire school is the business of the entire school," and its corollary: "Since every teacher is a teacher **in** English, every teacher should be a teacher **of** English."

Our work is moving slowly, and yet we feel that we have made some decided advancement during the past year, if in nothing more than in calling the attention of every teacher in the school to the need for a continuity of language instruction. Before we go into the new year's program, however, it is wise that we should try to justify our attitude to the teachers of other subjects within the school, and to that large group of Normal graduates in the field who turn to the College for leadership. It is with that double purpose in view that this article is written.

I believe that every teacher in every school will agree that the development of the ability to speak and to write one's mother tongue correctly, clearly, and forcefully is a primary purpose of education. Competent teachers at every level in the school system, whatever their subject matter field or assignment, are vitally concerned with the speech and written expression of their pupils. The teacher who accepts slovenly oral or written expression in a science or mathematics or social science class is encouraging a corresponding lack of precision and clarity in thinking in that particular subject-matter field.

The tendency today seems to be toward grouping as many high school activities as possible under the general heading, "social studies." This grouping appears to be basically sound, for it is on a "likemindedness" of individuals that national and other social groups are formed. But let us remember that there can be no likemindedness without a common language. In like manner, the social

growth of the individual is limited by his ability to express his ideas in language and to understand the thoughts of others through his understanding of a common language. Even the emotional life of the individual is limited by his ability to express his ideas in language. In fact, freedom in the expression of his ideas and the ability to interpret the ideas of others through the medium of language is the **only** tangible measure of the education of our pupils. One writer has stated it in this way: "In a very real sense we are our words and our words are we."

The integrated individual is the product of integrating experiences. With reference to language study, this means that the correction of errors in spoken and written language, along with the formation of correct habits in speech and writing, cannot be left to one individual or to one period during the day, but should be a process that goes on during the entire day and that inter-fuses the entire program.

If such is the case, then instead of having a less important place in the modern curriculum, English should have a place of vastly greater importance. It will mean that new attitudes must be adopted by our entire school system, from the primary school through the college. It will mean that so far as it lies within our power during the pupil's early formative years, we shall consciously and continuously foster the fixation of language habits that conform to the standards of accepted usage. It will mean that this conscious language instruction must be continuous and cumulative, that all teachers, irrespective of their chief subject-matter interests, must participate in this instruction. It will mean that the colleges, if they are to keep abreast of the times, must provide in their various curriculums for sufficient instruction in the language arts—speech and writing—to enable new teachers to go into their respective teaching positions with a greater degree of confidence in their own expression and a greater feeling of responsibility toward aiding their pupils in this important activity.

Finally, it will mean that teachers in service must be sensitized to their own responsibility in this matter by seeing that precision in the pupils' oral and written expression is a measure of their precision in thinking; that language is both the tool of thought and its mirror; and that both thinking and the expression of thought are only as meaningful and accurate as the language employed in the kindred processes. Then every teacher may indeed be a teacher **in** English and thereby a teacher **of** English.

# NEW EMPHASIS ON AMERICAN LITERATURE

By CHARLES CUNNINGHAM  
Assistant Professor of English

The fledgling member of the language faculty has as yet been unable to discern the exact species of intellectual wings he is sprouting—literary? journalistic? educational? artistic? impresarial? or what? We do believe we are witnessing the evolution of a most delightfully variegated mental plumage.

The State Normal, in keeping with the new trend in America and abroad, will devote much more emphasis to American Literature in the future than it has in the past. More time and more courses will be given to this subject, beginning with the fall semester of this year.

The old survey course will be expanded to a full semester's work, and a new course to be known as English 404, "Studies in American Literature" will be offered.

The newly increased Survey Course will afford an opportunity to cover the whole field from the time of Benjamin Franklin to the present time without dwelling at length on any particular author. It is intended to give majors in English and

people in other curricula a broad general knowledge of the field.

The new course will be an intensive study of a few American authors, such as Poe, Irving, Hawthorne, Emerson, Thoreau, Twain, Lowell, Holmes, and Whitman. It will be arranged so that exclusion of these authors and inclusion of others will be possible. It will be of senior rank.

In addition to these two courses, a new course in World Literature is planned for all sophomore students in the college. The second semester of this new course will place great emphasis on classic American authors.

English 306, "The Short Story", will as usual, emphasize American short stories, although not to the exclusion of the great short stories of all time and all countries; the predominance of America in this field naturally leads to an emphasis upon American productions.

In addition, English 308, "Current Literature", will naturally be principally American in text, because it will be based upon current magazine and newspaper material.

## DR. C. C. STROUD RETIRES

When Normal convenes on September 11 for its fifty-fifth year, a man who has served with distinction and honor will be absent from the first faculty meeting: a man known to thousands of Normal students and graduates as "Doc" Stroud. For the past fifteen years "Doc" has headed the physical education department at the college. His influence and character have been felt by those who have come in contact with him.

Prior to his coming to Normal "Doc" served as director and coach of athletics at the University of Rochester, New York, at Mercer University, and at L. S. U. He became assistant professor of history there in 1913 and continued in that position until 1923. Because of his outstanding services in the field of athletics at L. S. U. "Doc" is known at the Louisiana State University as the "Father of Modern Tiger Athletics." He came to the Louisiana State Normal in 1924 to head the department of physical education and has continued in that position until his present retirement.

Doctor Stroud received his under-graduate training at Dean Academy, Franklin, Massachusetts, and Tufts College at Boston. He played baseball and football at the latter institution and was selected as an all-Tufts end. The college and the alumni wish for Doctor Stroud continued good health, happiness and contentment from knowing that he has served usefully and well.



"DOC"

# The Humanity Of Words



By SARAH L. CLAPP  
Associate Professor  
of English

"Good things are hard" is the Platonic slogan and adopted gauge and measure of Dr. Clapp in her realm of intellectual endeavor. And the more we observe her work and the general reaction of outstanding students the more we are inclined to think that the Platonic utterance is a most adequate measuring stick of her own individual self. In other words she is a pretty good thing herself.

To have some inkling of the alterations that have made our daily speech the curious, sometimes illogical, sometimes inadequate, yet exceedingly useful medium it is, is to be acquainted with a history fully as rich and varied as that of the people whose lips have shaped and momentarily continue to shape it. Surveying this history is like walking through a portrait gallery of one's ancestors, discovering here the fore-runner of a brother's nose or a sister's chin, there the original of one's own eyebrow. One is no less alive for being the composite of these enshrined worthies; one gains rather a sense of roots in time, betokening a sort of personal timelessness.

Study of a language for its historic development, can, for the cursory student, be shorn of much of the detail he would necessarily and fascinatingly encounter in a full-sized course in linguistics. This student, American or Britisher, can readily become aware of simplifications in his inherited speech since the day the Teutonic tribesmen landed on English shores—can become aware without memorizing, for example, all nineteen forms of the definite article these tribesmen used, without following a troop of nouns through the vagaries of grammatical gender, nor adjectives through their Old English exacting of more forms for special uses than a belle does dresses for special occasions. And to be aware that a language, like a person, may cast off extraneous possessions under daily stress, is no slight addition to awareness of the life that is in speech, and of the share speech has in life.

Nor does speech, the student easily discovers, live by subtraction only. It thrives equal-

ly by addition. To the original Teutonic vocabulary that remains the central core of English, have accrued ingatherings from all over the world. The language of America, especially, is becoming more and more a blend of many tongues. Illustrations have become commonplace—our Spanish brocade and mosquitoes; our Portuguese tanks and molasses; our Russian slaves and bolsheviki, hob-nobbing with Hebrew cherubs and Satan, Arabic sofas and sheiks, Persian tigers, African chimpanzees and canaries.

The thorough use English can make of its acquired words, is suggested by the report of one college student that over 2600 English words are derived from the Greek stem **graph**.

Words, even a superficial delver into language history soon realizes, behave almost humanly. They are born; may die young, or live Methuselah lives, or undergo metamorphosis; and may even enter into wedlock.

With the deceased word, or with the word many times a centenarian, the student in a brief college course may have no concern, unless vital statistics be his fancy. But he can scarcely fail to be entertained by the antics of words whose ancestry must have included the Old Man of the Sea. **Barter**, starting out in life with the meaning "to cheat," has acquired complete respectability. **Knave**, on the other hand, has taken the downward path from "boy" to "rascal." **Meat** has grown selective, and will now consent to signify only "flesh food," whereas it once would designate any food whatever.

Some words shift from one grammatical camp to another, as if to renew their strength. **Broadcast** was leading a peaceful existence as a commonplace noun until radio sent it rushing over land and ocean in the dual capacity of noun (with a lifted face, so to speak) and of verb as well. The same process made of **contact** a verb that somehow has never attained the social standing of such shifters as **sour**, which has almost forgot that it was first adjective, then noun and verb as well. And as for the nouns that lead second lives as adjectives, the number increases with every daily newspaper.

Another way for a word to vary its existence is to join up with another. Verbal wedlock has much the same possibilities of permanence as has human. Some are subject to divorce, from old established couples like **shopkeeper** to modern companionates like **policewoman**, either party being capable of forming still other alliances or of going its own gait. Others are as indissoluble as **lord** and **lady**, no longer separable into components

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# DEMON DOINGS



## Grid Prospects Bright

Although Head Coach Harry Turpin would make no definite promises concerning the outcome of the approaching football season, Natchitoches followers of the grid game state that indications are that the Demons will have one of the best teams in the history of the sport at State Normal College.

Although fourteen lettermen of the 1938 squad graduated,—the majority of them to coaching or teaching positions—thirteen lettermen from the old squad will return for this year's program.

Coach Turpin announced this week that he is notifying 40 candidates for the Louisiana State Normal College Demon varsity squad to begin getting in shape for the opening of the 1939 training session on September 1.

The Demon mentor stated that he is anxious that every candidate for the squad return on September 1 in good physical condition as the first game of the season is with the Centenary Gents on September 16, only two weeks and a day from the date of issuing grid equipment to the team.

"That game with Centenary is looked upon as our toughest encounter of the whole season, and it is vitally important that every member of the squad be in good condition when he reports on September 1 as we have such a limited time to get in shape for the Gents," Turpin said.

With fourteen lettermen of last year's team on the graduation list at the State Normal College, the roster this year includes only thirteen lettermen from the 1938 varsity squad, eight seniors and five juniors.

Senior lettermen of last year who have received their sheepskins at the State Teachers' college are: Walter Ledet, Abbeville, co-captain and guard; Charles Loomis, Clayton, co-captain and fullback; Gordon Wiggins, Waterproof, end; Steve Harmon, Waterproof, halfback; Estle Farr, Winnfield, center; Frank Pernici, DeRidder, fullback; Emmett Cope, Haynesville, quarterback; Dudley Hillman, Leesville, guard; Hugh Flournoy, Haynesville, tackle; Tom Elkins, Minden, tackle; John Elkins, Minden, end; J. B. Maxey, Calvin, tackle; J. P. Russell, Urania, guard; and E. D. Perkins, Natchitoches, end.

Headed by Edmond Saucier of Eunice, captain and guard, and E. H. Gilson of Shreveport, alternate-captain and quarterback, both of whom are seniors, the lettermen of the 1938 squad returning this year are: Harry Creighton, Oakdale, senior end; Roy Gentry, Haynesville, senior tackle; Elton Kelley, Junction City, senior guard; John Renwick, Monroe, senior halfback; Frank Eason, Monroe, senior guard; Hampden Murrell, Crowley, senior halfback.

Ernest Tyler, Springhill, junior end; Woodrow Miller, Minden, junior tackle; Roland Miguez, Oakdale, junior halfback; Willie Black, Natchitoches, junior halfback; and Parker Wiggins, Waterproof, junior halfback.

## 1939 Grid Schedule

Sept. 16—Centenary at Shreveport  
Sept. 29—East Texas Teachers at Commerce  
Oct. 6—Southeastern at Hammond  
Oct. 14—Louisiana College at Natchitoches (Homecoming)  
(Afternoon)  
Oct. 21—Louisiana Tech at Shreveport  
Oct. 27—Delta Miss. Teachers at Cleveland  
Nov. 3—Stephen F. Austin at Natchitoches (Night)  
Nov. 11—Murray Teachers at Murray, Kentucky  
Nov. 17—Ouachita College at Natchitoches (Afternoon)  
Nov. 23—Miss. State Teachers at Hattiesburg  
Nov. 30—Southwestern La. at Natchitoches (Afternoon)

## Demon Trackmen Win S.I.A.A. Crown

Before a home-coming crowd of more than 3,000 alumni and visitors the Louisiana State Normal College won the S. I. A. A. crown for the second consecutive year on the new athletic field of the State Teachers' college here with 76 3-4 points in a closely contested meet which saw three records shattered.

The Southwestern Bulldogs of Lafayette took second place with 66½ points, and Louisiana College of Pineville trailed with 17 3-4 points.

The Southwestern pups won the freshman division of the meet by amassing 57 points, with the Normal Imps taking second with 23 and Louisiana Tech Pups third with 18. Louisiana College Kittens were fourth with 12 points, and the Centenary Frosh were fifth with eight points.

In the high school division of the meet run off as special feature, the Baton Rouge relay team bested the state high school record in the mile relay by stepping off the four laps in 3:29.5 against the record time of 3:29.8.

Byrd High School of Shreveport won the 440-yard feature, beating out Plain Dealing and Ouachita Parish High School of Monroe. The Yellow-jackets ran the 440-yard relay in 45.1 seconds.

In winning the conference crown Louisiana Normal took seven first places, and was in a four-way tie for another first. Normal also took six seconds, six thirds and three fourths.

Burnell Webb, junior, of Coushatta, was individual star of the meet for the Normal Demons, making 14 1-4 points with firsts in the 440-yard and 100-yard dashes, third in the 220-yard dash and a lap of the relay.

Sterling of Southwestern made 11 3-4 points and Baggett of Southwestern made 8 3-4 points.

New records set in the meet were Baggett of Southwestern who ran the mile in 4:26.2 to best the time of 4:29.4 set by Johnson of Southwestern in 1935.

Buck of Southwestern lowered the 220-yard dash record when he flashed over the line in 21.3 seconds to better the time of 21.4 seconds set by Toppino of Loyola in 1930.

Smith of Louisiana College sky-rocketed the javelin to a new record of 212 feet 3½ inches to better the 118 feet 2 inches thrown by Parker of Normal in 1938.

# WHY FRENCH?



By EVE MOUTON  
Assistant Professor of French

Why study French? Of what value is it to me unless I intend teaching it?

When I was asked these questions my thoughts went back to an article in a recent issue of the *Modern Language Journal* written by a young woman student in an Ohio college and entitled "What Foreign Language Study Has Meant to Me". That article comes as near expressing my ideas on the subject as any I have ever read.

The author gives as her reason for beginning her study of languages her admiration for two people who could speak German and French fluently and who were to her the very embodiment of culture. She wanted just such a cultural background and she felt that here were skills which could never be acquired outside of college. So, in her freshman year she began her study of French and German; as a senior she looked back and evaluated the results.

First of all, the paintings of French artists studied in her art appreciation course meant more to her because she was studying their language; the course in music appreciation was rendered more intelligible because of her ability to translate all directions; it was so much more fun to sing French and German songs when you really knew what you were singing; the foods class was all the more interesting because she could appreciate the names of French and German delicacies and could trace their origin; her study of hygiene, physics, Mathematics, was dotted with names of men and women whose lives and writings she had studied in another course; and to her delight she found that Mother Goose and her rhymes and folk tales came from France! Then she added that she could enumerate many more experiences that have been enriched by having studied a foreign language, among which was a trip to New Orleans for Mardi Gras.

Have you ever experienced that little thrill of hearing a lecturer discuss a man whose book you have read, or a traveler tell about a place that you once visited? Does it not give you a feeling of kinship? And is it not a delicious feeling? Then you can understand the pleasure which this young lady derived from the study of foreign languages.

For there is real pleasure in the study of languages. True, the going is rough at times and the

student sees little or no use in worrying over past participles or the position of pronoun objects or the sequence of tenses. Yet I do not believe that there is one of them who does not feel some exhilaration in conquering a problem that was troublesome to begin with and who does not enjoy being challenged by a difficult passage. No red-blooded person is satisfied with studies that come too easily.

The values to be accrued from the study of a foreign language are many. Along with the study of one's mother tongue, the study of a foreign language aids in acquiring the ability to think and to express one's thoughts in clear, concise language. In studying a foreign language one must master the rules of English grammar and syntax before he can learn those of another tongue. The philological side of language teaching is done with more comprehension and appreciation on the part of the student.

The study of a foreign language results in the ability to read that language, and this ability is the main objective of instruction in the United States. A student acquires a comprehension of and a power to interpret and use the facts of history, life, institutions, art, religion, and politics of a foreign nation by being able to read first hand accounts and not by being dependent upon translations. I have had many students tell me that there is no fun in translating a French anecdote into English because the picturesqueness of the idioms is lost! And that a book read in the original is so much more satisfying than the translation! And how good they feel when they can interpret foreign abbreviations, phrases and quotations used in English! Furthermore, the ability to read foreign languages makes it an invaluable aid in the prosecution of other studies in high school, college, and university. That ability gives the modern-language student an advantage over others, and universities and colleges recognize this value to such an extent that they require one and two languages for entrance.

If any foreign language is well taught it yields general habits and ideals of the greatest value; e. g., the habit of hard and sustained application, systematic work, accuracy, scholarly activity. I would never attempt to sell my subject on that basis alone, but I do not propose to overlook the fact that such habits and ideals are of immense value.

Can a student acquire the ability to understand the spoken language and to speak it? Yes! I have seen it happen so often that I know it to be true. Last summer in the French School of Middlebury College, Middlebury, Vermont, there were enrolled some three hundred and fifty students from thirty or more states in the United States and Canada. They spoke nothing but French for seven weeks and attended classes and lectures given in French by native born French professors. Maybe thirty of them were of French parentage, not more. Yet they had no difficulty in making themselves

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# Status of Latin In Public Schools of Louisiana



By R. W. WINSTEAD  
Associate Professor of Latin

Shall we say that the case of Latin in the great majority of the high schools of Louisiana is a lamentable one? It must be admitted that this is true. In numerous parishes of the state many aspiring students are now deprived of the opportunity of pursuing the study of this language which stands as the basis of literary culture. In other parishes Latin is being taught only in one or two of the larger towns. Some of the state institutions of higher learning have abandoned instruction in Latin. Some of the other state institutions offer Latin in an isolated way, not even coupling it with the foreign languages, one or more of which are required in certain curricula. One department head was recently heard to express a wish that no such difficulty as the Latin language be put in the way of students of that department.

Shall we say that this movement against the pursuit of the classics is an attempt to break with the culture of the past or is it just another effort to popularize schools by removing difficulties, by reducing much of the worthwhile for the great mass of students? Granted that many students for obvious reasons become discouraged with the study of Latin, why should so many school authorities inveigh against that subject to the extent of depriving the stronger minded students from being inducted into the nearest available direct contact with the culture of the ancient past. Shall we not retain at least a few of this generation to serve as connecting links between this mechanical age and that of the basically cultural past? A vain attempt to break this link was made several years ago when the Commission for the Revision of Spelling was formed. An original member of this commission was heard to say ten years ago that he was resigning from this body for the reason that he believed that any change in English spelling would inevitably destroy the historical association of words. A casual look about us will readily reveal what has become of this effort to revise spelling—oblivion. Such as the above has been the fate of most efforts to render gilded and regal the pathway to real learning. Someone may ask whether or not this quiet but determined revolt against the classics is the result

of political and economic cataclysms that now harass the world wherein the spirit of certain classes of people who formerly occupied the nether sphere of our civilization is now attempting to seize all the higher points of vantage in the directorate of the world's cultural progress? Once in the history of Rome, Cato, the great scholar and conservative patriot, revolted against the introduction of Greek culture into the extremely practical national life of Rome. Later after becoming better informed and more closely acquainted with the lofty Greek ideals, Cato took all of the culture of the Greeks to his heart with cordial embrace. Better acquaintance of individuals with the classics invariably leads able men to champion the cause of these studies. Certain it is that the greatest antagonists of the teaching of Latin are found as a rule among those who were indifferent students or suffered from poor teaching.

Some one has suggested that poor teaching has been a serious drawback to the cause of Latin in the public schools. We do hope the time is past when family connections and politics have brought about the placement of inefficient teachers in the public schools of the state. But a pretext for expediency has many times caused school officials to assign to Latin classes teachers who were admittedly unprepared to handle that difficult subject. Nothing can be more deadening than an incompetent teacher to the pupils' interest in Latin, for the reason that such a teacher may become rebellious and develop an attitude that would add greatly to the burdens of Latin. Such expediency as mentioned above can scarcely be dared in the case of chemistry because of the physical danger in the handling of explosive chemicals. Latin has no such defense.

Some opponents of Latin call the study of that subject a waste of time. For the proportionate amount of knowledge acquired this can be as justly said of the other school subjects if the truth were known about what is done in certain non-Latin classes in the high school. It is well known that men have lived and done well without any knowledge of grammar, arithmetic, algebra, geometry, or any literary training whatever. How much better the lives of these men might have been if they had learned these subjects at the right time! The average business man actually employs directly very little of the knowledge of the above subjects; probably nothing beyond the four fundamental processes in arithmetic. He sells his goods by tables or by self-computing scales. The banker makes all summaries on machines and depends on his tables for all computations in interest. One of the great civil engineers of the country maintained that all the mathematics he had studied and employed could be contained in a little book of twenty-four pages.

Latin does require time, but not wasted time. Education is a growth, not a list of tables and schedules. The time element must be fairly considered in any educational scheme. Although, mechanically speaking, the world is moving at breakneck speed, still seed time and harvest are just as far apart as ever, the seasons are the same, and the period of physical development is the same as when Methuselah lived. Mental processes require much time and there is no escape from that fact. When God plans to make a gourd

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Shown here are scenes at the annual Spring Homecoming. Top, left to right: receiving line at the home of President and Mrs. Albert A. Fredericks; five sisters, all graduates of the Louisiana State University; a float in the pageant held on Cane River Lake, celebrating the two hundred twenty-fifth anniversary of the settlement of the area; part of the Candlelight Procession by two hundred twenty-five Normal co-eds, a feature of the joint celebration. Center, left to right: Miss Esther Anna Levy of Natchitoches, queen; senior representative, Faize Mahfouz, E. H. Gilson, and Professor J. W. Webb (behind smoke screen). Bottom, left to right: Scene during the ball, showing the young ladies in bellum costumes, pose on the beautiful "iron lace" steps at the rear of the Hughes Building on Front Street in Natchitoches; a close finish of the football game between Normal and Louisiana College. (STORY ON PAGE FOURTEEN.)



afternoon when Mr. and Mrs. Fredericks were hosts to the alumni and other visitors at a tea and art exhibit. From left to right are Mrs. E. M. Normal College. They are Misses Bobby and Olivette Montgomery, Mrs. Walter Clyde Ivey, and Miss Gene Montgomery of Benton, and Mrs. W. S. of Natchitoches, the celebration being held in conjunction with Homecoming. The float shown depicted St. Denis, founder of Natchitoches, and Mrs. Curtis Bradshaw and their twin daughters, of Anacoco—two future co-eds for Normal; the king and queen, with their court, at the Fine home of President and Mrs. Fredericks; some of the notables at the S. I. A. A. track meet. Shown are Dean Murphy P. Rogers, Coach H. L. Prather, a costume; a small section of the 2,500 alumni and other visitors who enjoyed the barbecue; some of the young women students, dressed in ante the S. I. A. A. track meet—so close, in fact, that after the photo-finish, it is a little difficult to determine the winner. On the right is Burnell Webb

# Alumni Homecoming Was Outstanding Success

Sponsored jointly by the Young Men's Business Club, the State Normal College, and the Alumni Association, the 1939 Alumni Home Coming and celebration of the 225th Anniversary of the founding of Natchitoches was the largest and most interesting home coming to be experienced on the local campus. More than 2,500 alumni and visitors attended all or part of the many activities held on the campus.

Among the high lights of the day's program were: visitation of classrooms, an old time assembly held in the men's gymnasium, teas, art exhibits, and one-act plays in the early forenoon, the S. I. A. A. Track Meet in the afternoon, candle-light services at dusk, the historic pageant depicting episodes and tableaux from the history of Natchitoches on floats on Cane River Lake, and the Fine Arts Ball in the evening. A crowd estimated at more than ten thousand viewed the pageant.

The assembly program was broadcast over stations KWKH and KALB in order that graduates and friends of the college everywhere might participate in it. The theme of the assembly was an effort to have an expression from a comprehensive cross section of the Alumni Association. Making short talks during the program were: President A. A. Fredericks; Dr. A. P. Crain of Shreveport; Jack Burgess, president of the student body; Miss Clarice Timmerman, Secretary-Treasurer of the student body; I. C. Strickland, Principal of the Mansfield High School; Miss Edna Dey, Classroom teacher, Provencal; Rufus Walker, Jr., Graduate Student at L. S. U.; Coach R. S. Killen of Lake Charles; Miss Alma Levins, Classroom teacher at Fair Park High School, Shreveport; P. A. Koonce, supervisor of Natchitoches Parish; Supt. Dennis Sikes of Winnfield; District Attorney Truett Scarborough of Ruston, and S.W. Nelken, President of the Alumni Association.

During the assembly Lieutenant-Governor Earl K. Long was introduced and spoke briefly concerning his interest in Normal and the part that the State has played in rendering aid to the state institutions and teachers throughout the entire state. The pageant held on Cane River Lake portrayed the development of Natchitoches from the coming of St. Denis to the present. The Alumni Home Coming activities were planned and executed by a committee headed by Professor Joe Webb, and other instructors of the college, interested citizens of Natchitoches and surrounding area. The City of Natchitoches cooperated in every way to make the day a success and the Young Men's Business Club, with John Cunningham, as President, joined hands with the Alumni Association to

make it an outstanding day by giving the pageant and a fireworks display. Too much credit cannot be given President Fredericks for his full cooperation and interest in seeing that nothing was left undone to make it a worthwhile occasion for returning graduates. It was the general expression of those who participated in the day's activities that this was probably the most enjoyable Alumni Home Coming ever held on the campus.

## STATUS OF LATIN IN PUBLIC SCHOOLS OF LOUISIANA

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He needs but a few weeks, but when He wants to make a giant oak He needs a long process of years. It takes more time to educate the whole man than it does merely to train the hand to move through space and to do its mechanical duty. But the whole man when educated has a world and is a world of himself and stands, of all creation, nearest in kind to his Master.

Another has raised the objection that the learning of Latin is a task the returns of which are out of proportion. Latin does require good, hard work, but that is one of its strongest points in a schedule of studies. Any disposition to substitute easy, namby-pamby subjects for those which require hard, persistent effort will certainly turn out a crude and namby-pamby product. For real education there is no escaping hard and unremitting effort. The road to scholarship, it may be repeated, is rugged and steep. Any promise of culture that is not based upon hard work is a snare and a delusion. Few subjects so completely require sustained effort as Latin and few in return give such generous rewards when the work is over. The faith in the benefit of the classics expressed by many great statesmen, whose names are too numerous to mention in this short paper, should be convincing evidence of the value of Latin as an educational agent.

Rarely can there be found any man who has pursued Latin successfully for a number of years who will not attest to the value of the knowledge gained from that subject. His remarks usually are thus expressed: "I do not know how I could have done without my knowledge of Latin." A college teacher of English was recently heard to express deep regret at not having studied Latin for the reason that he lacked the desired knowledge of the etymology of words as well as an adequate acquaintance with the basis of English grammar. This teacher has evidently observed the superior progress made in English by students who had had two or three years of Latin in high school. Writers of text books for English classes very generally admit that one of the finest exercises in English is secured by translation of foreign and ancient languages with Latin at the head of the hierarchy.

The value of Latin has been tested by time. In many states where a few years ago there was a movement away from the teaching of Latin, there has lately been observed a decided return to that subject. It is to be hoped that a similar movement by school authorities in this state may soon take place, and that full dependence may not continue to be placed altogether in those subjects which only develop skill. It must be recognized that mere skill is a thing which is not to be compared with education and culture which are unalterably associated with that grand and invaluable heritage of the past—the Latin language.

# SHOULD CHAUCER BE "CHUCKED"?



By INEZ ALLEN  
Assistant Professor of English

There is a tendency among school people to-day to insist that the major portion of our training for young people be along the lines of vocational training, and that whatever literature we give shall be by "living" authors. There are plenty of arguments in favor of the training for the vocations; there is no doubt but that students should know contemporary literature. But there is also a strong defense for the preservation of all that is best in the civilization of our forefathers as revealed in the literature of the past.

As for defending the inclusion of that literature which is for mere appreciation, what better can be said than was said by a wiser Teacher nearly two thousand years ago: "Man cannot live by bread alone." The practical (?) side of education is often too much stressed. Sometimes our schools, and especially the teachers in our schools, stress too much what we may call pure information. The spirit of man must be fed as well as his body. In the modern world, with its shortened hours of labor, there is grave danger that mankind will degenerate into a mere "play-boy," unless there is inbred in him some appreciation of the arts. And among the most easily grasped of the arts, the one which has perhaps the broadest appeal, is literature. That this is recognized by many people is evidenced by the new emphasis being placed on courses in world literature, not only in our colleges, but also in the elementary and high schools.

It is generally recognized by scholars that England has produced three great literary figures in three fields of literature: Shakespeare is the acknowledged master of the drama; Milton has given the world some of the finest lyrics known; and Chaucer is the best story-teller. Even those persons who feel that the majority of the emphasis in literature should be devoted to contemporary writers agree that Shakespeare should be studied in college, and that Milton's great lyrics are not far removed from present day affairs either in time or in interest. The great underlying truths presented in literature are as applicable today as ever. And as for being practical, Chaucer scholars are unanimous in saying that the great fourteenth century poet and prose writer was among the most practical men of his day.

Chaucer knew how to write several kinds of

literature: his prose is direct and pleasing; his poetry shows a respect for the accepted forms, an independence in trying out new forms, and a fine feeling seldom equalled by poets of any age. He knew how to make use of the literature and the learning of the past, and to write with rare understanding of his contemporaries and of contemporary affairs. The language in which he wrote is our own language, at a time when it was undergoing a period of rapid change, it is true; but at a time when its words, its forms, were full of vigor and suggestiveness, when its expression of feeling and thought was rich in beauty and vitality.

Should we lose these fine characteristics in one of our greatest figures, by taking out of the curriculum the course in Chaucer? Last winter, when we were in the midst of our curriculum revision, this question came up. The writer sent out a questionnaire to one hundred of our high school principals, chosen at random all over the state. At the same time, a copy of the questionnaire was sent to our state superintendent, Mr. T. H. Harris. A letter of explanation accompanied the questionnaire. We had planned to include more than Chaucer in our new course, and we were to call it "English Literature Prior to 1500." The replies to the questionnaire were most gratifying. They show that a respect for the literature of the past still exists, even among such practical minded people as our high school principals are forced to be. Mr. Harris was most emphatic in saying that a study of the great figures of literature and of their works **in the original**, so far as possible, is of inestimable value to the progressive teacher, and a valuable part of the culture of any really educated person.

The questions asked were:

1. Do you believe that such a course (described in the accompanying letter of explanation) will make a teacher a better scholar?
2. Do you believe that such a course will make a teacher a better teacher?
3. Have you seen the need of such a course in the training of your present or past teaching staff?
4. Do you believe that the State Normal College is justified in taking up the time of a student for three hours a week, for 4½ months, to give him such training?

Naturally, it was understood that the course was to be included primarily in the English curriculum, though other students who had the proper prerequisites were to be permitted to take it.

The replies with the percentages of "Yes" and "No" replies follow:

Question 1	Yes, 75%	No, 25%
Question 2	Yes, 63%	No, 37%
Question 3	Yes, 62%	No, 38%
Question 4	Yes, 62%	No, 38%

(Several persons who replied to Questions 1, 2, and 3, stated that the English teachers in their schools had already had such courses.)

Shall we "chuck" Chaucer? The majority of the educators of the state seem to say "No." The

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# CHILDREN'S LITERATURE



By MAMIE BOWMAN  
Assistant Professor of English

"Miss Mamie's" irresistible smile and contagious laughter are by no means her least effective implements of trade. They seem for some paradoxical reason to conceal or tone down a pronounced intellectual and spiritual independence that wins and retains not only the confidence but also the staunch admiration of all her students especially her "freshmen."

Every child lives but one life; however, through literature or, according to a popular term, through "literature and less" the child's experience may be immeasurably broadened by vicarious experiences. Today the child can get vicarious experiences through pictures, oral stories, and the printed page. "Despite the influence of motion pictures, radio programs and magazines, books remain the chief purveyors of children's literature," says Walter Barnes, writing on "Children's Literature — Past and Present" in the *EDUCATIONAL FORUM* for May, 1939. And one might add that many books, particularly in the primary field, depend upon illustrations for much of their humor, quaintness, charm, or even informational value. The value of the experiences derived from books varies with the book—partly with whether they are literature or "less," and on just what "less" stands for.

And who is to say whether a particular writing belongs to either class? Even the authorities in the field of children's literature disagree. They vary in evaluating traditional and modern material. In this progressive age in education no one would dare discard all the modern—surely, no one would wish to. No one has ever dared to discard all the traditional, except Russia; and in a few years Russia was glad to reclaim the discard. Good teachers argue over the balance of prose and poetry; the values of the realistic and the fanciful; the emphasis on storytelling by the teacher and the reading of literature by the children. The two-hundred-year-old disagreement between the "literary artists" and the "utilitarians" is ably discussed by Walter Barnes in the article mentioned above. He very wisely concludes:

"But who won the war? As we survey the recent and present situation, do we conclude that the literary artists or the utilitarians are the winners? Neither. And both. If we reckon up the total number of books, good, bad, and mediocre, produced by either side, if we reckon with the 'authorities' in strategic educational positions,

the utilitarians can claim a tactical victory. But looking back and looking around, and then looking ahead, I am of a different opinion. Here is one way to arrive at a decision: study the books that have won the Newbery Medals from the first year, 1922, to the present, remembering that the medal is awarded for the 'most distinguished juvenile books' written by an American. Of these distinguished books—and most of them deserve that praise—only two: van Loon's *THE STORY OF MANKIND* and Cornelia Meigs' *INVINCIBLE LOUISA* are predominantly informational, and perhaps both of them lift up the reader's heart rather than fill up his mind. Two others, Rachel Field's *HITTY* and Ruth Sawyer's *ROLLER SKATES* carry a considerable load of knowledge, but they carry it easily, jauntily, as they roll along a pleasant narrative road. The other Newbery books belong to literary art, though they may not belong to the ages. The children's literary artist has never been in better plight than he is today."

Real students of children's literature, those who know the vastness and value of the field, realize that they should be qualified to assist individual children and particular groups in acquiring beneficial vicarious experiences—pleasurable ones—through telling stories to children, through reading to children, and by helping children to select picture books and stories appropriate to their development. They remember that every child has but one life.

One aim of the classes in children's literature at the Normal is to give opportunity to those who enroll—teachers, parents, and prospective teachers, parents, and librarians—to become **real** students of children's literature, students who believe that they should give to little children the best, and only the best—the best of the old, the best of the new; the best poetry, the best prose; the best for everyday living, the best for the soul.

## SHOULD CHAUCER BE "CHUCKED"?

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writer believes that courses in contemporary literature are good and necessary; but that, if there must be a choice, perhaps the student should choose Chaucer rather than contemporary writers. Most students need guidance in reading the older writer, because of the language difficulty; they are likely to read contemporary literature without guidance. Chaucer himself would tell us that the truly educated man or woman will not neglect either. He himself set us the example of wide reading, careful reading, of the best literature of his own time, and of the best of that of the past. He knew the folk literature of England, too. He would say to us that we should make ourselves acquainted with the great heritage which our own country, past and present, and which the world has to offer us.

Have the faculty and administration of a college the right to deny to the student the opportunity to study this great heritage, in its entirety?

# WHY STUDY SPANISH?



By CORINNE SAUCIER  
Assistant Professor of Spanish

Corinne says you may talk until you are "blue in the face" about international diplomacy and politics, the Monroe doctrine, the establishing of cordial Latin-American relationships and the promotion of cosmopolitanism but the best thing you can do is either study Spanish or teach Spanish.

When I was teaching in high school, I made a compilation of reasons given by students for electing a foreign language. These ranged all the way from wanting to learn to speak the language to "because mother wants me to take it."

There are many reasons why all Americans should be interested in Spanish culture. To begin with, our country was discovered under the Spanish flag. This was not a coincidence. Spain at the time was the greatest nation, ready to prove it to the world by her explorers. As a consequence our country is dotted with Spanish names which unfortunately not many can pronounce correctly.

We in Louisiana have a rich historical background. Part of this we owe to Spain, for Louisiana was Spanish territory for more than thirty years. The architecture and nomenclature of New Orleans are a reminder of this period in our history. The archives of our state are filled with old documents written in Spanish dating from the same period. Spanish is not a foreign language in Louisiana, it is a part of it. Gwen Bristow calls it one

of the three languages of Louisiana in "Deep Summer."

We are all familiar with President Roosevelt's good-neighbor policy. The best avenue to attain this is by studying Spanish. Some one has said that ignorance is bliss. This is not true in regard to neighbors, especially when they speak a different language; for somehow it seems to breed suspicion and distrust. After studying the language or civilization of a country for a few years one feels closer to the people speaking that language. Nothing is so effective toward maintaining peace between two nations as a mutual knowledge of their respective languages.

Again, our neighbors to the south resent being looked upon as potential buyers only. They would like us to be interested in their culture as well as in their dollars. Their motto is not "Business is business," and the salesman who does not know this will not succeed in South America. He must know how to approach his customer in a social way before business is mentioned.

Last but not least, Spanish should be studied for its cultural value. Beginning with Seneca in the silver age, Spain had an interesting literature at the time America was discovered and naturally it has been enriched since. It is especially prolific in the drama, its golden age having produced several dramatists of the first order. The Spaniards have always been fond of music and dancing and have given the world a distinct contribution in the two arts. In painting Spain ranks with the greatest nations of the world. Other fields might be mentioned.

In summary, the main objectives for studying Spanish are:

1. Historical reasons.
2. Good neighbor policy.
3. Better international relations.
4. Cultural reasons.

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## MANY ENROLL IN BAND AND VOCAL CLINICS

More than two hundred musicians from every section of the state are enrolled in the five-weeks band and vocal clinics being held on the campus this summer under the direction of Mr. Paul Yoder of Chicago, and Mr. George Howerton of Hiram, Ohio.

The first band clinic employing nationally known band directors was held on the State Normal campus during the summer of 1937. During the summer of 1938 the vocal work was organized on the same basis as that of the band, and during the present summer the enrollment in both departments is considerably larger than during any previous clinic.

The band and vocal clinics are in session for a period of five weeks. In each division regular college classes are held daily and high school students from all over the state are invited here

to form a laboratory group with both band and choruses. This provides the Louisiana teachers with a splendid opportunity to do further study in their respective field under nationally known leaders and at the same time observe specific procedures employed in the directing of band and choral work.

That the band and vocal clinics have been successful is shown by the fact that a large number of teachers and students returned each summer to enroll in the music work.

The band offered a splendid concert each Friday evening in the Greek Theatre as well as the radio program each Sunday afternoon during the five-weeks session. The band and the vocal clinic each gave an assembly program for the college students.

The choral work makes a definite contribution.  
(Continued on Page Twenty-three)

# RECORD CLASS GRADUATES IN SPRING



## Barrow Delivers Commencement Address; 247 Receive Degree At Exercises

On the afternoon of May 27 the largest class ever to graduate from the State Normal College had their degrees conferred upon them by President Albert A. Fredericks. This conferring of degrees climaxed a busy week at the college. On May 22, the Baccalaureate Sermon was delivered by Dr. Pierce Cline, President of Centenary College. Opening class day exercises were held on Tuesday, May 23, when President and Mrs. Fredericks honored the seniors at a breakfast at the President's Cottage at 7:45 a. m. Senior Day Program was held in Caldwell Hall Auditorium at 11:00 a. m. Some of the high lights of this program were: an address by Miss Lois Turner of Minden, valedictorian; the passing of the cap and gown by Julius Bradley of Sarepta, president of the senior class, to John Renwick of Monroe, president of the junior class; the presentation by James Mitchell of Bossier City to S. W. Nelken, president of the alumni association, the annual memorial gift in the

form of a block subscription to the Alumni Columns; and the passing of the cedar rope from Miss Mary Catherine Williams of Boyce to Alma Fluitt of Haynesville. At 5:00 p. m. the L.S.N.C. Band gave a concert in the academic court on the campus in honor of the seniors.

Dr. C. L. Barrow of the State Department of Education delivered the commencement address to the 247 graduates in which he stressed the place of education in building a democratic way of living. "If democracy is to succeed ultimately, it must have the assistance of public education," Doctor Barrow declared. "The present grave threat to world democracy places a heavy responsibility on those who are entrusted with the education of the youth of our nation and with the channels through which knowledge and truth are disseminated to the American people." Dr. Murphy Rogers, Dean of the College, read the honor roll and President Fredericks conferred the degrees. Music during the exercise was furnished by the L.S.N.C. band under the direction of Bandmaster Gilbert T. Saetre.

The entire faculty joined in honoring the seniors by marching in the graduate procession, attired in cap and gown.

# WITH THE FACULTY



Twenty-three members of the college faculty are on leave of absence during the summer of 1939 to attend summer sessions at universities and colleges throughout the nation, to travel in foreign countries, or merely to take a rest.

The following are away: Lorane Brittain, at American Conservatory of Music, Chicago; Dr. Sarah L. Clapp, Huntington Library, Los Angeles; Mrs. Thelma Z. Kyser, home, Natchitoches; Leroy S. Miller, L. S. U.; Minnie Lee Odom, University of Southern California; Mrs. Frances Phelps, home, Natchitoches; Gilbert Saetre, New York University; Corinne Saucier, University of Southern California; Robert Easley, L. S. U.; Orville Hanchey, home, Natchitoches; Mrs. Roy Bowden, home; June Cooley, home, Colorado; Bertha Haupt, home, Natchitoches; Mareda Hickerson, studying at Lady of the Lake College, San Antonio, and later traveling in Mexico; Mildred Kelly, authors' conference in Colorado; Julia Webb McGhee, doing demonstration teaching and

taking some classes in education, L. S. U.; Miriam Nelken, traveling in Scandinavian countries; Nellie Senka, home, Natchitoches; Lessie Smitherman, Peabody College, Nashville; Thera Stovall, L. S. U.; Harry Turpin, L. S. U.; Dorothy Cohen, L. S. U.; Walter Purdy, Northwestern, Chicago.

The college has been extremely fortunate in having Miss Lela Tomlinson, assistant state supervisor of Home Economics, as a substitute teacher for Miss Minnie Lee Odom, who is away for study during the summer. Miss Tomlinson has charge of the Home Economics Cottage, and is teaching the classes formerly taught by Miss Odom. Miss Tomlinson is no stranger, as she taught in the Natchitoches high school for several years, and she has visited the college and the high school from time to time since her connection with the State Department of Education.

Mr. B. C. Alwes, principal of the Donaldsonville high school, is teaching mathematics and physics during the absence of Mr. Leroy S. Miller.

## 1938 NATCHITOCHES PARISH FOLK SCHOOL



Pictured above is a group of Natchitoches Parish folk who attended the 1938 Folk School held on the campus of the college August 1 and 2. Some 3600 farmers with their wives and children participated in the two day school. This scene will be duplicated on August 1 and

2 this year when the Normal is again host to Natchitoches Parish's 1939 Folk School. Many of those in attendance stayed in the college dormitories and were served meals in the college dining hall. Everyone felt that they obtained a great deal of good from the two day session, enjoyed a little vacation and went home refreshed for a new year of work.

# Interesting Information Concerning A Member Of Normal's First Graduating Class



Mrs. Sarah P. Hamilton as she appeared in 1886 as one of the members of the first graduating class of the college, and as she is today in her home in Long Beach, California.

Fifty years may be a long time and yet it has not been long enough to dim the genuine interest of one of Normal's first graduates in the school. She is Mrs. Sarah Hamilton, (Sarah Mae Phillips, '86), of 1211 E. Third Street, Long Beach, California. Mrs. Hamilton left Normal in 1886 and taught several years. She resigned to become a missionary to Brazil under the Mission Board of the Methodist Episcopal Church, South. After a period of five years of missionary work in Brazil, she married Rev. James Hamilton, also a missionary of the same church. She remained in Brazil for many years, and then came back to the States.

Mrs. Hamilton recently wrote President Fredricks and expressed her desire to know about Normal and sent to him her diploma issued in 1886 which has been framed and is now a part of the Williamson Memorial Museum. She also sent to the Museum some small articles of interest from Brazil. "The Columns" has been particularly happy to have this information concerning a member of the first graduating class of Normal and sincerely hopes that other graduates of the years gone by will let us know about themselves in order that the many who are interested in them can be given this information through the medium of "The Normal Alumni Columns."

## National Commerce Fraternity Organized

On November 3, 1938, a small group of Commerce majors met and discussed plans for the formation of a local chapter of Pi Omega Pi, a National Honorary Commerce fraternity. Temporary officers were elected to serve the local chapter prior to the affiliation with the National Organization. Officers elected were Abe Rhodes, President; Harvell Pierce, Vice-President; Aliene Richardson, Secretary-Treasurer; and Evelyn Morrow, Historian-Reporter.

In January, 1939, Evelyn Morrow and Myrtle Sewell were elected Editors of the fraternity magazine, "The Pi Omega Pi News." The "News" carried many articles of interest to Commerce students as well as to others, such as facts about commercial education, stenographic work, and the proceedings of the local chapter. It, also, contained helpful proverbs and bits of humor. In fact, it is a potpourri of interesting material. Four issues were printed during the year.

In the latter part of May, Pi Omega Pi was installed, as a chapter of the National Organization, by J. Frances Henderson, national organizer and member of the department of commerce at Oklahoma A. & M. College, Stillwater, Oklahoma. The Alpha Nu chapter here is the thirty-eighth chapter to be organized in the United States, and the first chapter to be formed in Louisiana.

Requirements for membership are a "B" average in all commerce subjects, a "C" average in all other subjects, six semester hours in Education, and Junior or Senior rank in college. Purposes of the fraternity are to encourage higher scholarship, to promote leadership in College activities, to afford recreational and social opportunities, to promote fellowship, and to establish relationships with other Colleges and Universities having Commerce Departments.

Charter members of the Alpha Nu chapter of the commercial fraternity here are Jack Fisher, Natchitoches; Harvell Pierce, Franklinton; Aliene Richardson, Winnfield; Jimmie Straughn, Colfax; Frances Herman, Shreveport; Abe Rhodes, Waterproof; Myrtle Sewell, Coushatta; Gussie Catanese, Natchitoches; Evelyn Morrow, Pitkin; Mary Virginia Richard, Washington; Murlene Giddings, Coushatta; Kenneth Durr, Marthaville; J. H. Flores, Natchitoches; Professor N. B. Morrison, faculty sponsor; and Robert Easley, instructor and honorary member.

# Summer Session Graduates Are Honored



Shown above with President Albert A. Fredericks are members of the 1939 summer graduating class. They are, left to right, first row: John M. Norris, Jr. Natchitoches; Fernand J. Waguespack, Vacherie; S. Solomon Andrews, Crowley; Mrs. Annie Lee Traylor, Columbia; Grover Edward Byrd, Vowells Mill; President A. A. Fredericks; Mary Ellen Peterson, Bossier City; James Penn Russell, Urania; Katherine Roy, Mansura; Anna S. Burglass, Lafayette; Willie A. Britt, Many; Eunice Laird, Kelly; Lela May Nash, Bunkie; Ida Lee Tucker, Farmerville; Katherine Kearney, New Roads.

Second row: Rosalie Harris, Minden; Dorothy de la Bretonne, Houma; Ruby Lee Salter, Flo-

rien; Mary Virginia Richard, Washington; Nancy Brown, Mansfield; Mrs. W. C. Dees, Hornbeck; Lelo Bullock, Delhi; Gladys Procter, Urania; Mrs. Lula Mae Longoria Hobson, Arp, Texas; Mrs. Evelyn Norman Hunter, Coushatta; Tina Wade, Many; Lulu Stephens, Natchitoches; Una Beth Cummings, Coushatta; Ina B. Corbett, Alexandria; Elva Horn Boyd, Jonesville.

Third row: Dorothy Wyatt, Winnfield; Virgie Wyatt, Winnfield; Mrs. B. B. Davis, Vinton; Anne Belle Ratcliffe, Coushatta; Violet Davion, Oakdale; Norphlet Tannehill, Urania; Carro B. Tarver, Kisatchie; Laura Flournoy, Greenwood; Sarah B. Key, Shreveport; Helen Norton, Ida; Myrtle Sewell, Coushatta;

Maxine Doshier, Natchitoches; Nelwyn Bedingfield, Shreveport; Mrs. Ray Womack, Hall Summit; Hazel Trichel, Harrisonburg.

Fourth row: Lola J. Hughes, Hornbeck; Opal Mizell, Forest Hill; Vera Moss, Bellwood; Edna Lee Brewton, Goldonna; Nadine Porter, Winnfield; Eva Underwood, Mangham; Lonie Horton Stinson, Coushatta; Ethel Magee, Bogalusa; Bessie T. Booth, East Point; John Craft, Anacoco; Alva A. Cook, Marthaville; James Denmon, Sarepta; Bill Hamilton, Dubach; Charles Loomis, Clayton; Olan Campbell, Ringgold.

Fifth row: Leora McGinty, Ringgold; Sarah Frances Patrick, Converse; Nannie Mae Horton, Rayville; Mrs. Willie C. Wood,

Oakdale; Mrs. Bertie M. Creighton, Colfax; Mrs. Elmeany Harrison McCain, Colfax; Mary Lee Torry, Bentley; Evelyn Morrow, Pitkin; Delta Lanier, Aimwell; Mrs. B. K. Walker, Gibsland; C. J. Conly, Ringgold; Virginia Pearman, Haynesville; Sudie Mae Bullock, Marthaville.

Sixth row: Lola Horn, Montgomery; Hazel Stahls, Provençal; Ola Norsworthy, Bellwood; Mrs. J. M. Gibson, Montgomery; Mrs. W. L. Walters, Montgomery; Mrs. C. J. Calhoun, Montgomery; Bertha Hoagland, Many; Aetna Mae O'Quinn, Colfax; Irene Mims, Marthaville; Ellen Lee Bridewell, Donaldsonville; Nell Liggins, Bernice; Cleston Walker, Pineville; Champ Tyrone, Bogalusa; Dudley Hillman, Leesville.

A picnic honoring the entire senior class was held at the Normal Wells Thursday afternoon, July 13. The College has recently constructed five new barbecue pits there. A number of rustic tables make this one of the nicest spots on the campus to hold meetings of various groups.

Although this picnic was held primarily as a friendly get-together for the seniors, some serious business was conducted as part of the afternoon activities. Particularly the work of the Alumni Association was discussed by the seniors, members of the college staff, and others, and at the conclusion, the members of the graduating class were formally inducted into the Alumni Association.

The Senior Day for the summer graduates was held on July 19. Among the high lights of the day were the class exercises in the morning at which time the following program was rendered:

Processional  
Invocation, Solomon Andrews  
Valedictory, Dorothy de la Bretonne  
Vocal Solo, Professor Lilian G. McCook  
Address to Seniors, President Albert A. Fred-

ericks

Vocal Solo, Professor Sherrod Towns

Presentation of gift to college, Mary Ellen Peterson, Senior Class President

Acceptance, Dr. Murphy P. Rogers, Senior Class Sponsor

Alma Mater, Assembly  
Recessional.

President and Mrs. A. A. Fredericks honored the seniors at a dinner at 6:30 at the President's home in the evening of the same day.

The officers of the summer class were: Mary Ellen Peterson, Bossier City, President; J. P. Russell, Urania, Vice-President; and Catherine Roy, Mansura, Secretary-Treasurer. The faculty representative was Dorothy de la Bretonne of Houma.

Graduating exercises were held Wednesday evening in the Greek Theatre at 6:30. Superintendent Albert Brown of Crowley gave the commencement address, Governor Earl K. Long conferred the degrees, and President Fredericks presided.

# With Our Alumni Everywhere



## MARRIED

Dorothy V. Irion, A.B., '38, to F. P. Dabolt, Jr., of Memphis, Tennessee, at 8 o'clock, June 3, 1939. Home—Memphis.

Donner Toups, ex '33, to Mr. Charles Thomas Hoppen on June 3, 1939. Home—Bogalusa.

Velma Caston, A.B., '37, to Ross Guest, on June 14, 1939. Home—New Orleans.

C. I. Crow, Jr., ex '35, to Mary Blanche Boulden, Saturday, April 29, at Many. Home—Zwolle.

Corinne McCartney, A.B., '36, to Grady Pearson, May 6. Home—Zwolle.

Lois Edwin Rogers, A.B., '32, to Utley Smith on May 12, 1939. Home—Winnfield.

Aubyn Lewis of Saline, A.B., '29, to B. T. Hayes of Bienville, Thursday, June 15 at Arcadia. The young couple will be at home at Bienville where Mr. Hayes is a merchant and planter.

Mabel Ann Callender of Haynesville, A.B., '29, to Gipson L. Carter of Baton Rouge, Sunday afternoon, June 18. After a motor trip to Mexico City, Dr. and Mrs. Carter will be at home at 316 South 12th Street, Baton Rouge.

Patricia Elodie Mallory, A.B., '38, of Noble, to Donald E. Brown of Clarks on June 10, 1939 at Many, Louisiana. Mr. and Mrs. Brown will be at home at Clarks, Louisiana, where Mr. Brown is connected with the Mansfield Lumber Company.

Mary Heard, ex '28, to Floyd Fincer, on Friday, June 9 in Shreveport. Home—Homer.

Edna Mae Shaw of Winnfield, A.B., '37, to William H. Bradford of Newton, Mississippi on Saturday, June 3 at Newton, Mississippi. For the summer the couple will reside in Newton where Mr. Bradford is employed at the A.A.A. In the fall, the couple will be in Baton Rouge as Mr. Bradford was recently made a member of the L. S. U. faculty, in the capacity of assistant instructor in the mathematics department, to become effective this fall.

Helen D. Horton of Winnfield, A.B., '36, to John Richard Cole, April 7, at Colfax. Home—Winnfield.

W. H. Jackson, A.B., '32, to Myrtis Lee Heard, November 23, 1938. Wilmer is principal at Fairview-Alpha.

Vernon Dupree, A.B., '35, to Eulavia Sledge, A.B., '35, on June 1 at Alexandria. Home—Coushatta. They are both attending L.S.U. this summer.

Katherine Michie, ex '22, to Y. L. Pinkston, in Mer Rouge, July 9. Home—Mer Rouge.

Eloise D'Abadie, ex '37, to William Green Pollard, on Friday evening, June 23, at New Roads. Home—New Roads.

Ruthie Gellately of Zwolle, ex '37, to J. C. Moffett, Jr., on Friday, April 7. Home—Zwolle.

Anne Gibson of Bethany, ex '30, to Alton Raymond Mornhenvig of Houston, Texas, Friday evening, June 16. After a wedding trip to Mexico City, the young couple will be at home at 1822 Sul Ross in Houston, where the bridegroom is paleontologist for the Union Producing Company.

Nina Rust of Pelican, A.B., '35, L. S. N. C., and M.A., Columbia University, June, 1938, to Dr. James Anderson Fraser at Riverside Church, New York City, with Dr. Harry Emerson Fosdick officiating, on June 4, 1938. Dr. Fraser is a native of Kroonstad, Union South Africa, but has taken out citizenship papers to become an American citizen. He is now employed as Science instructor in Bemidji State Teachers College, Bemidji, Minnesota.

Opal Ellzey, ex '35, to Earl Brown, on Tuesday, April 11, at Hornbeck. Home—Hornbeck.

Frances Maricelli of Campti, ex '31, to Hal E. Townsend of Ruston, on April 15. Mr. Townsend is employed by the Soil Conservation Bureau of Alexandria where they will reside.

Loyce Brodnax of Elmer, ex '39, to Elmo Miller of Winnfield, on April 15. Mr. Miller is employed in Natchitoches, where the young couple will live. They are residing in the home of Mr. and Mrs. J. U. Fuller.

Sherman Dumas, ex '36, of Fairview-Alpha to Clarence Duruseau of Campti, Saturday, June 24. Home—Campti. Mr. Duruseau is connected with the Campti Motor Company.

Frances Tilley, ex '38, to Fredericks Hamilton of Mansfield, on June 28, 1939. Home—Mansfield.

Julia Ray, ex '35, of Vivian to Milton Chester Harwell of Texarkana, Saturday evening, July 1, at the home of the bride's parents. After a short wedding trip, the young couple will be at home in Vivian where Mr. Harwell is employed by the Bank of Vivian.

Virginia Butler of Coushatta, A.B., '36, to H. T. Robbins of Shreveport, on July 8, 1939, at East Point.

## ENGAGEMENT

Mr. and Mrs. J. E. Williams of Beaton announce the engagement and approaching marriage of their daughter, Eleanor Elaine, A.B., '39, to James Taylor Horton, son of Mrs. C. B. Horton of Shreveport. The wedding has been set for August 22.

## BIRTHS

James A. Michaud of Hodge, ex '30, and Mrs. Michaud, are the parents of a daughter, Carolyn Beth, born June 27 in Hodge.

Born to Mr. and Mrs. Charles G. Cloutier of Campti, a daughter, May 19, 1939. Name—Sylvia Katherine.

Born to Mr. and Mrs. Clarence DeBlieux, A.B., '35 (Jean Hall, ex '36) a boy, May 5, 1939. Name—John Curtis. Mr. DeBlieux is a new member of the commerce department at the State Normal.

Born to Mr. and Mrs. Marshall McDaniel, (Evelyn Tanner, ex '36), a boy, March 19, 1939. Name—Roger Scott.

Born to Mr. and Mrs. Ray Winn, A.B., '37 (Marguerite Bilbray, ex '37), of Shreveport, a boy, on Monday, April 24.

Born to Mr. and Mrs. Hunter McNeely, Jr., (Doris Dean, A.B., '30), of Alexandria, a boy, June 17, 1939. Name—Hunter McNeely III.

Born to Mr. and Mrs. T. J. Stephens, a son, on Tuesday, April 20. Name—Randal Ryder.

## DEATHS

Miss Mary J. Taylor of Jonesboro, died June 17, after a lingering illness. She had at one time been a teacher at Hodge.

Mr. R. G. Corkern of Natchitoches, a retired faculty member of the State Normal College, died June 1, 1939.

Miss Marguerite Larence, ex '37 of Hilly, Louisiana, died April 9, 1939, from injuries sustained in an automobile accident.

Misses Olivette and Imogene Montgomery of Benton sailed with a party on the "M. V. Georgic" for a tour of England, Ireland, France, Italy, Germany, Holland, and Switzerland. They are going to return on the new "Mauretania."

Steve Harmon, A. B., '39, has accepted a position with the Natchitoches

Chamber of Commerce as full-time secretary, beginning September 1, 1939.

Angie Dell Ballard, A.B., '39, accepted a position as stenographer in the general office of the Texas and Pacific Railroad Company at Dallas.

Frances St. Martin of Houma, A.B., '32, was elected president of the Louisiana Public Welfare Association at the convention in Alexandria, Saturday, April 1, 1939.

Amy Norman, A.B., '28, is working on her Master's degree at the Louisiana State University this summer.

Maxine Corbett, A.B., '38, has recently accepted a position as music supervisor of Morehouse Parish.

Oris Johnson, A.B., '39, recently accepted a position as a teacher of chemistry at Mer Rouge beginning in the fall.

Preston Duncelman, A.B., '39, will study vocational agriculture at L. S. U. this fall.

Marvin Hatcher, ex '37, will teach agriculture at Plainview, Sabine Parish, beginning in the fall.

M. J. Durand, A.B., '23, is an associate professor of French and Psychology at the Arkansas Agricultural and Mechanical College at Monticello, Arkansas.

Ellen Douglas, A.B., '30, of Gilliam, accompanied by Mrs. R. T. Douglas and Mrs. J. J. Lay of Gilliam, represented the entire South at the International Conference of Country Women held in London, England, recently.

(Inadvertently Omitted from last Issue)

Mrs. H. C. Ivey, (Eva Lee Brown, ex '26), is located at 939 E. Mistletoe, San Antonio, Texas.

Florien Wilson, A.B., '38, is teaching Commerce at DeRidder.

Marion Reeves, ex '35, is now Mrs. Louie Wright of Minden.

Louise Lucky, ex '35, is teaching at Saline.

Marie Durham, ex '36, is teaching at Kinder.

Gladys Hearte, ex '23, is now Mrs. R. R. Brone of DeRidder.

E. G. Cook, A.B., is teaching at Boyce.

W. A. Lawrence, A.B., '24, is located at 453 L.S.U. Avenue, Baton Rouge.

Gussie Juneau, ex '37, is teaching at Cottonport.

E. R. Waller, ex '31, is located at Baton Rouge.

Bill James, A.B., '38, is an assistant supervisor of the Farm Security Administration in Mansfield.

Katherine Tatman, ex '37, is now Mrs. Reese Sundall of Baton Rouge.

Dr. E. L. Miller, '99, is Director of Public Health in Jena. Dr. Miller was a classmate of Mrs. Dean E. Varnado, Dean of Women at the State Normal.

Mabel Moore, ex '06, is now Mrs. Sidney L. Vail, of 2406 Soniat, New Orleans.

Ethel Dark, A.B., '30, is now Mrs. L. H. Young of Ferriday.

Rebecca Johnson, A.B., '27, is teaching at Forest Hill.

Katie Simon, ex '30, is now Mrs. W. O. Kemper, Box 1614, Kilgore, Texas.

Robert H. Manning, Jr., A.B., '36, is teaching school at Dubberly.

Harriet Dixon, A.B., '30, is teaching

at Oakdale.

Mrs. Ellmer Reed, A.B., '18, is living at Pitkin, La.

C. A. Simmons, A.B., '26, is teaching at Grant.

Maude Galdry, ex '14, is now Mrs. J. A. Villien, of Maurice, La. Mrs. Villien was a recent visitor on the campus.

Gertrude Singleton, ex '34, is working for Chevrolet Motors in Ringgold.

Cecil Rhodes, ex '38, is working with the Humble Oil Company in Houston, Texas. He visited the campus recently.

Mrs. Casey J. Weldon, (Thelma Margaret DeBoer, A.B., '36), is working as bookkeeper for the Bunkle Implement Company in Bunkie. Mr. and Mrs. Weldon have a son, Jed Weldon, born September 3, 1938.

Mrs. Derby Willis, (Josephine Curry, ex '38) is going to school at Lafayette. Mrs. Willis had previously been teaching at Hebert.

Lucille Swett, ex '01, is teaching in the Barrett School in Shreveport. She is located at 2937 Southern.

Truett Scarborough, A.B., '27, of Ruston was recently elected district attorney. His brother, L. M. Scarborough, is the assessor of Natchitoches Parish.

Chester Young, A.B., '38, is teaching school at Church Point.

Ivy Tauzin, A. B., '37, is teaching in the Louisiana School in Shreveport. She resides at 548 Wall.

Miss LaSaine Avery, ex '20, now Mrs. E. J. Dunstan, lives at 109 Woodvale, Houston, Texas.

Altha Elter, ex '37, is teaching at

Washington.

Mattie Laura Adams, A.B., '36, is the commercial teacher at Mangham.

Mrs. T. G. Hadnot, ex, is Home Demonstration Agent for Natchitoches Parish.

Mixon Bankston, ex '36, is connected with the Farm Security Administration in Natchitoches.

Estelle Guillory, ex '38, is teaching at Reeves.

Miss May Huson, ex '13, now operates an 879 acre plantation near Grand Cane of DeSoto Parish. Miss Huson has had considerable experience in Home Demonstration work in that Parish.

Douris Whittington, A.B., '35, is working for the Farm Security Administration in Coushatta.

Mrs. W. Z. Lewis, (Hazel Hall, ex '26) is located at 416 Shamrock, Pineville.

John L. Sanders, ex '30, recently accepted a position as traveling representative in 27 parishes in the southwestern part of Louisiana for the Barrett Company, distributors of the Arcadian Nitrate, the American Soda. He and his wife reside at 320 McKinley, Monroe, La.

Ellouise Guillory, ex '38, is connected with the Farm Security Administration in Natchitoches.

Rae Alice Streeck, ex '24, is teaching at Hammond.

Mrs. J. S. Domengeaux (Verrina Webb, ex '21), is located at Baton Rouge, Route No. 3.

Oleta Miley, A.B., '38, is teaching at

Singer.

Ralph Shaw, ex '25, is teaching school at Hammond.

Elizabeth Robinson, A.B., '32, is teaching at Winnsboro.

E. L. Walker, ex, is a judge at Ruston.

Leeman Wooley, A. B., '35, is attending the Geology School at the Louisiana State University.

Mrs. J. B. Guillory (Adele Felghie, A. B., '06), is located at Port Barre.

Mrs. James Fraser (Nina Rust, A. B., '35), is located at 319½ Beltrami Avenue, Bemidji, Minnesota.

Lella Fuller, A.B., '17, is now living at 1335 N. Dearborn, Chicago, Illinois.

Eugenia Sweeney, A.B., '34, is teaching at Lake Charles. She is located at 210 Wilson.

Howard Moody Ates, A.B., '33, is teaching in Bame's Private School in Montgomery, Alabama, located at 302 South Perry Street.

Mrs. W. D. Ballard, ex '18, (May Alice McGraw), is now living at 302 Pine Street, Natchitoches.

Mrs. Andrew Thomas, (Bula Mae Ballard, ex '24, is living at 120 Robinson, Shreveport.

Mr. Donald Turner, A.B., '37, is Assistant Principal, Coach and Head of Science Department at Oak Ridge High School. He attended Columbia University last summer and expects to return again where he is doing graduate work in Chemistry and Education. Incidentally he has subscribed to the Normal Columns for the next four years.

## THE VITAL RELATION OF THE DEPARTMENT OF LANGUAGES TO TEACHER TRAINING

(Continued from Page Three)

the future teacher:

1. **World Literature 1 and 2:** A course intended to acquaint the student with most of the great literary masterpieces from about 2500 B. C. to the present day.

2. **Current Literature:** A course offered to arouse and maintain the interest of the Normal College student in modern literary tendencies and to create standards of evaluation and discrimination in the realm of literature.

3. **Intensive Studies in American Literature:** An additional course in American Literature aiming toward a more thorough acquaintance of the student with the literature and culture of his own people and civilization.

4. **Advanced Grammar:** A course designed primarily to meet the insistent demand of teachers over the entire state of Louisiana for an exhaustive course in the history, the elements, the functions, and the practical values of grammar—a course that every teacher in the state of Louisiana should take without regard to hour credit.

## NORMAL KEEPS PACE IN SPEECH WORK

(Continued from Page Four)

the campus and in various high schools of the state. Members of the forensic squad serve as judges in these contests, and in this way gain practical knowledge of high school speech activities.

Therefore, with the addition of a well-rounded speech curriculum to the extensive speech program sponsored each year, the State Normal Col-

lege is equipped to meet every requirement for the training of public school teachers in speech work.

## THE HUMANITY OF WORDS

(Continued from Page Eight)

meaning "bread" and "keeper," "bread and kneader." Yet other couples, such as **tightwad**, hover still on the outskirts of good society.

For words have social levels, as do the people they otherwise imitate, a matter of which there is now not room fully to speak. Perhaps it is the emigrants, verbal newcomers from hither and yon, that give as much trouble as any about keeping their place. A recent instance is **zipper**, coined by the Goodrich Company for application to an overshoe closed by a slide fastener, registered as a trade-mark, and thus commanded to stay in bounds. But a word having a lively ancestor like **zip** scorned restraint, and as LIFE puts it, "has passed into the English language," there to lead a large and agile existence.

Individual words, then, have ways sometimes profitable to know and always amusing to detect. The fascinations of language parallel those of its users, our fellow men.

## MANY ENROLL IN BAND AND VOCAL CLINICS

(Continued From Page Seventeen)

tion to the welfare of the summer session through its appearance in concerts and on the radio.

With the completion of the new Fine Arts Building within another year the band and vocal clinics will receive additional emphasis because of the splendid facilities which will be offered to teachers and students who come to the State Normal College to spend a pleasant and profitable five weeks.

## **SPEECH THE COMMON DENOMINATOR**

(Continued from Page Five)

education necessary for understanding all that speech implies, and at the same time, providing intensive training in speech. All this in four years!

The second task is to equip every student with speech habits acceptable for the class-room, and to give him knowledge and appreciation of the fundamental aspects of speech so essential to every future teacher, as well as to every child who will some day come under his guidance. I believe that not until all teachers from kindergarten to college shoulder a share of the task of improving the child's way of talking will our school system fulfill its purpose of equipping every boy and girl for the most useful life possible to him.

No teacher can present his special subject well unless he speaks well himself. He must establish good breathing habits, develop adequate power, good tone quality, pitch and flexibility; and must certainly pronounce correctly and enunciate carefully. Although such proficiency is acquired only through hours of practice under the guidance of a sympathetic teacher, it is invaluable, for it may mean the difference between good discipline in the classroom of the future, or no discipline at all.

One of the prices we are paying today for having been accepting inferior speech as adequate, is the kind of reading aloud done by most adults at board and club meetings; at home, and in the class-room. Often, years of bad habits must be combatted in the college student, before good ones can be substituted. Each future teacher must thoroughly understand that mere word-pronunciation is not reading.

But in the one or two-semester required course in speech, these things can be only hinted at. It is in that class, then, that the professor of speech must inspire the future teacher to supplant the little knowledge possible to so short a course, with electives in Speech. It has been my observation that those who need further speech training most are those who are willing to graduate with the least.

Speech training is provided at college for those who will teach. If it was not required in your course, don't make the fatal error of concluding, like the Engineer in the classic story from my Alma Mater who said, "Us Engineers don't need no English," that you, the science teacher, or the home economics teacher, or the kindergarten primary teacher don't need any speech. Rather can you not say with Mr. Utterback, "Speech is a subject with a common denominator for all subjects. With speech meaning to reveal through the

act of speaking, honesty, integrity, courage, and the desire to think clearly, feel keenly, and influence conduct for social betterment, it applies to all groups, needs all, and is needed by all!"

## **WHY FRENCH?**

(Continued from Page 10)

understood and in understanding what was said to them. However, to acquire this ability, intensive effort is necessary and the element of time is an important factor. Herein lies the argument for introducing the study of languages in the elementary schools. The younger student approaches his oral work with confidence, never doubting that except for a limited vocabulary his phrasing is similar to that of French boys and girls. His single purpose is communication of thought and it results in better oral French than the older student can hope to attain. His organs of speech are more adaptable and if correct articulation is insisted upon by the teacher he will develop an excellent aural comprehension.

As linguists, we Americans are at the bottom of the scale. We should profit by the example set by the European countries and realize that in these days of internationalism there should be made every effort to communicate with foreign nations in their own tongue. We have no reason to feel that we are so superior to Europeans and South Americans that we can in no way learn from them. A vital interest in their civilization acquired through a thorough knowledge of their language and first-hand acquaintance with their literature would do more toward paving the way for peaceable political relations and remunerative trade agreements than all the international conferences put together.

Here in Louisiana we have a heritage that is being allowed to go to waste. Because little Pierre says "t'ree" for "three" his classmates laugh and he blushes in shame because he is a "Cajun." Yet he can say "trois" which is more than what the child who ridiculed him can do. And he can turn on the radio and understand a program from France. He has, as it were, a "speaking acquaintance" with Pasteur, Lafayette, Rousseau, Montesquieu, Manet, Debussy, and so many more before he is old enough to understand their importance. How can we sit idly by and see this go on? He should be encouraged to learn the language of his parents and to develop a pride in his own racial heritage. His talent is one that men spend thousands of dollars to acquire. Herein lies the work of the language teachers. Let us delve a little more deeply into our subject, let us sip the wine of culture and let its warmth diffuse our souls and minds, and then see if the enthusiasm which we develop will not carry over to others!



# The Louisiana State Normal College Announces:

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September 11---Freshman Day

September 12, 13---Classification and  
Registration

September 14---Beginning of Class Work

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